

Student's Name \_\_\_\_\_

Iowa Alternate Assessment 2008-2009 <i>Science Rating Scale</i> Grade 5		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
<b>Science Standard 1: Students can understand and apply skills used in scientific inquiry</b>					
1.1	Identifies or states purpose of an experiment being conducted in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.2	Uses scientific tools for measurement of length (ruler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.3	Uses scientific tools for measurement of mass (scale)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.4	Uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.5	Identifies safe behaviors at home, at play and at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.6	Draws conclusions from observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.7	Identifies or describes (using words or pictures) what happened during an experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>Science Standard 2: Students can understand concepts and relationships in life science</b>					
2.8	Identifies parts of the human body like head, nose, arms, legs, hands, feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.9	Categorizes plants based on size (small, medium, large)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.10	Categories animals that live on land and those that live in water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.11	Identifies family members across 2 generations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.12	Selects appropriate clothes for different weather conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.13	Follows safety rules at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.14	Follows health rules at school (hand washing, use of tissues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2.15	Demonstrates basic hygiene skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

Student's Name \_\_\_\_\_

Iowa Alternate Assessment 2008-2009 <i>Science Rating Scale</i> Grade 5		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
<b>Science Standard 3: Students can understand concepts and relationships in Earth/space sciences</b>					
3.16	Identifies and discriminates a variety of earth materials (e.g., rocks, pebbles, and sand)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.17	Uses appropriate qualitative labels to describe properties of earth materials (wet, hard, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.18	Classify earth materials as soil, water, sand, or rock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.19	Draws or identifies pictures of earth objects like land, plants, animals, people, clouds, the sun, stars, bodies of water, mountains.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.20	Classifies objects based on states of matter (ice, liquid, and steam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.21	Compares and makes conclusions about mixture v. solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.22	Indicates that stars are visible at night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3.23	Labels or identifies: "sun," "earth," and "moon"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>Science Standard 4: Students can understand concepts and relationships in physical science</b>					
4.24	Identifies the concept of "force"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.25	Draws conclusions that objects move <i>at different speeds</i> based on the amount of force applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.26	Form conclusions that different forms of energy are experienced through the senses (heat, sound, light, mechanical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.27	Recognizes that when a ball is pushed, it moves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.28	Identifies fire as a source of heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.29	Given 2 liquids of different viscosity, the child appropriately identifies one as "more" viscous and the other as "less" viscous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4.30	Classify the speed of moving objects as fast or slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %